



Grade Two Thematic

Water—Our Most Important Liquid



Home Instructor's Guide: Days 10–18
and
Assignment Booklet 5B



Learning
Technologies
Branch

Alberta
LEARNING

Grade Two Thematic
Module 5B: Water—Our Most Important Liquid
Home Instructor's Guide: Days 10–18 and Assignment Booklet 5B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Module 5B: Water—Our Most Important Liquid

Day 10 to Day 18

Reading Resources

The following resources are recommended to supplement the activities for Module 5B. You may borrow them from your local library.

Day 10

Books to Be Read Aloud

Cock-a-Doodle-Do by Janet Stevens and Susan Stevens Crummel

It Takes a Village by Jane Cowen-Fletcher

The Little Painter of Sabana Grande by Patricia Maloney Markun

Picasso and the Girl with a Ponytail: A Story About Pablo Picasso by Laurence Anholt

Books to Be Read Alone or with a Partner

Color Dance by Ann Jonas

Draw! by Kim Solga

My Crayons Talk by Patricia Hubbard

What a Wonderful World by George David Weiss and Bob Thiele

Days 12 and 13

Books to Be Read Aloud

Arthur Writes a Story by Marc Tolon Brown

A Difficult Day by Eugenie Fernandes

Jamaica's Blue Marker by Juanita Havill

Wait and See by Tony Bradman

Books to Be Read Alone or with a Partner

Bearsie Bear and the Surprise Sleepover Party by Bernard Waber

The Car Washing Street by Denise Lewis Patrick

Follow That Puppy! by Brian Mangas

Voices in the Park by Anthony Browne

Days 15 to Day 17**Books to Be Read Aloud**

Arthur's Funny Money by Lillian Hoban
The Sea-Breeze Hotel by Marcia K. Vaughan
A Turtle Called Friendly by Jean Sangwine

Books to Be Read Alone or with a Partner

Ben's Snow Song: A Winter Picnic by Hazel Hutchins
Lionel in the Winter by Stephen Krensky
Super Bowl by Leonard P. Kessler
Zachary in the Championship by Bertrand Gauthier

Additional Resources for Music and Movement**Days 15 and 17****Audiocassettes/CDs**

"Baby Beluga," Raffi, *Baby Beluga*
"Yellow Submarine," The Beatles, *Yellow Submarine*
"Sam the Silly Sailor," Kim & Jerry Brody Productions, *Let's Help This Planet*
"The Boy Who Wanted to Talk to Whales," Robert Minden Ensemble, *The Boy Who Wanted to Talk to Whales*
"A Fishing Day," Roch Voisine, *On the Outside*
"Fishy-Doo-Ah," Nancy Tucker, *Glad That You Asked*

Books/Stories/Poems

Herman the Helper by Robert Kraus
McElligot's Pool by Dr. Seuss
Swimmy by Leo Lionni
The Rainbow Fish by Marcus Pfister
Whale Rap by Joan Van Bramer

Films/Videos

Free Willy, Warner Brothers
Great Whales, National Geographic Society
Baby Beluga/Bebe Beluga, National Film Board

Daily Summary

Day 10

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: All Join In*
- ☐ Thematic Assignment Booklet 5B
 - Day 10: Assignment 1

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 203 and 204

Science

- ☐ metal ladle
- ☐ oven mitts
- ☐ electric kettle
- ☐ glass
- ☐ Thematic Assignment Booklet 5B
 - Day 10: Assignment 2

Looking Back

- ☐ Thematic Assignment Booklet 5B
 - Day 10: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 10 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the selection “Chalk Talk.”

Assignment Booklet: The student sorts words according to syllable parts and completes sentences with them.

Enrichment (optional)

Have the student look through other stories (or a book he or she is currently reading) and find words with one, two, three, and four syllables. These can be recorded on a sheet of paper under the headings One-Syllable Words, Two-Syllable Words, Three-Syllable Words, and Four-Syllable Words. Print the module number and day (M5D10) on the record of words for submission to the teacher on Day 18. Make sure the student’s name is on the paper.

Tell the student that he or she will follow your instructions to draw some pictures. Explain that you will read each instruction once while the student listens. Then you will read it again so he or she can check what was said. When you say “Start,” the student is to begin. Do not repeat the instruction after you say “Start.”

Read each of the following instructions twice. The bolded words are to be emphasized. Then say “Start” for the student to begin. (Adapt the instructions as necessary to suit the needs of the student.)

- Fold your paper in **half**. **Start**.
- Fold it again so you have **four** boxes. **Start**.
- **Open** the paper up and smooth it out. **Start**.
- Pick up your **pencil**. **Start**.
- Print the numeral **one** in the **top right-hand corner** of the **first** box. **Start**.
- In the box **beside** it, print the numeral **two** in the **top right-hand corner**. **Start**.
- In the **same place** in the other two boxes, print the numerals **three** and **four**. **Start**.
- In box 1, make a **brown cat** with **long whiskers**. Put a **green collar** around her neck. **Start**.
- In box 2, make a rainbow with **three colours**. Use **yellow**, then **orange**, and then **red**. **Start**.
- In box 3, make a **blue and yellow** kite beside a **cloud**. Make the kite in the shape of a **triangle**. **Start**.
- In box 4, make a **purple** dragon. Make his tail **very long** and show **fire** coming out of his mouth. **Start**.

Print the module number and day (M5D10) on the oral instructions activity for submission to the teacher on Day 18. Make sure the student’s name is on the paper.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

Today's words are **during** and **today**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word to study. If the student can't read the word at a glance, help him or her learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 203 and 204 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60 minutes)

The student learns that a liquid can become a solid and a gas and that water can change from one form to another and back again.

Explain the following concepts at a level that suits the student. When water boils, the molecules speed up and move far apart, making a gas. This is called *evaporation*. When steam hits a surface that is cooler than itself, liquid is formed. This is called *condensation*. This happens when you take a shower and steam forms on a mirror or when a jug filled with ice water gets a layer of water droplets on its side. This also explains how rain forms. Heat from the sun evaporates the water from rivers, lakes, and oceans. The water vapour rises into the air and forms clouds. Clouds are water vapour, or gas. The water in the clouds eventually condenses and falls as rain or snow.

Assignment Booklet: The student responds to questions about liquids, solids, and gases.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 10.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 11

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ CD *JEUX D'ENFANTS (Children's Games)*

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 205 and 206

Science

- ☐ glasses of water from Day 7

Art

- ☐ heavy, smooth art paper
- ☐ coloured blackboard chalk
- ☐ large paintbrush

Looking Back

- ☐ Thematic Assignment Booklet 5B
 - Day 11: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 11 in the math program.

Music and Movement (Time recommended: 30 minutes)

To make sound, all brass instruments are blown into. The following is a brief description of brass instruments:

- **Trumpet:** This instrument is a brass tube-like instrument. It has a bright, ringing sound. It is popular in jazz music. Sometimes it is played with a mute (a cup-like item that is put in the bell to change the sound).
- **Horn:** This instrument is sometimes called the French horn. It originates from the hunting horn. It has a smooth, mellow sound. Sometimes it is played with the player's hand in the bell to get a different sound. Straightened out, it would be nine metres long.
- **Trombone:** This instrument looks a little like a trumpet with an extension, called a slide. The slide gives it a great variety of notes. The trombone goes back 600 years.
- **Tuba:** This instrument has the lowest notes of the brass family. It is usually played sitting down and is over 100 years old.

Play Bizet's "March" and listen for the trumpet and dynamics a few times today and on Day 12 as a break. As a break, perform the stretching exercises from Day 1 today and on Day 12.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the selection "Making Caterpillars and Butterflies."

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection "Making Caterpillars and Butterflies" in the Reading Response section of his or her journal.

Enrichment (optional)

The student may do one, two, or all of the following:

- Research and write about how a caterpillar turns into a butterfly.
- Make a caterpillar by following the instructions in the selection.
- Make a butterfly by following the instructions in the selection.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 205 and 206 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 30–40 minutes)

The student learns that the water level in an open container decreases due to evaporation, but the water level won't decrease in a covered container.

Art (Time recommended: 30–45 minutes)

Print the module number and day (M5D11) on the chalk-and-water drawing for submission to the teacher on Day 18.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 11.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 12

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: All Join In*

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 207 and 208

Science

- ☐ paper towels
- ☐ blow dryer
- ☐ two cookie sheets or trays
- ☐ Thematic Assignment Booklet 5B
 - Day 12: Assignment 3

Looking Back

- ☐ tape recorder and audiotape or computer with recording capability
- ☐ Thematic Assignment Booklet 5B
 - Day 12: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 12 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Science (Time recommended: 30 minutes)

The student learns that a wet surface will dry more quickly when exposed to wind or heat. The first part of the experiment is conducted in the morning because the rolled-up paper towel and the one in the shade will take longer to dry. The second part is conducted in the afternoon.

Words I Use Often (Time recommended: 10–15 minutes)

Today's words are **however** and **sure**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word at a glance, help him or her learn to read the word by doing the activities outlined in Day 2.

Language Arts (Time recommended: 60 minutes)

The student reads and responds to the selection "Story Go-Round."

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 10 minutes)

Review the six spelling words for this module: **paper**, **soon**, **ever**, **since**, **story**, and **white**. Begin by dictating the words the student has been working on. Have the student practise any words that need more work.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 207 and 208 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Language Arts (Time recommended: 30–45 minutes)

The student reads and responds to the selection “Story Go-Round” by writing a new scene or a different ending to the story about Morgan and Winston.

During the revising step, conference with the student. Ask the student how he or she tried using more descriptive words. Conference again with the student during the editing step. When writing the good copy, remind the student to do the following:

- Leave a margin on the left.
- Start printing by the margin on each line.
- Print the letters on the line and not above it.
- Leave space between each word.
- Print the letters correctly so others can read what was written.

Print the module number and day (M5D12) on the additional “Story Go-Round” scene or new story ending for submission to the teacher on Day 18.

Science (Time recommended: 15–25 minutes)

The student learns that a wet surface will dry more quickly when exposed to wind or heat.

Assignment Booklet: The student writes a solution to each of the problems.

Looking Back (Time recommended: 10 minutes)

Tell the student that the questions refer to the writing activity from this afternoon, “Add a Scene to the Story.” Record this Looking Back session and label the recording with the student’s name and Module 5: Discussion. It will provide feedback for the teacher on the student’s successes and difficulties with writing. Review the recording procedure with the student. State each question on the tape before having the student respond to it.

Complete the Learning Log for Day 12.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 13

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD
- ☐ *Ideas That Sing!* Volume 1 CD or *JEUX D'ENFANTS (Children's Games)* CD
- ☐ six long-stemmed glasses (thin glass)
- ☐ sponges for cleaning up
- ☐ Thematic Assignment Booklet 5B
 - Day 13: Assignment 4

Language Arts

- ☐ *Collections: All Join In*

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 209 and 210

Looking Back

- ☐ Thematic Assignment Booklet 5B
 - Day 13: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 13 in the math program.

Music and Movement (Time recommended: 30 minutes)

The student reviews the four instrument families.

Assignment Booklet: The student answers questions about instrument families.

Play the student's favourite tunes from the *Music and Movement in the Classroom* CD, *Ideas That Sing!* Volume 1 CD, or the *JEUX D'ENFANTS (Children's Games)* CD while the student sings or moves to them a few times today and on Day 14 as a break. In addition, the student may do stretching exercises on both days.

Language Arts (Time recommended: 60–90 minutes)

The student responds to the selection “Story Go-Round” and looks for synonyms for over-used words.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “Story Go-Round” in the Reading Response section of his or her journal.

Print the module number and day (M5D13) on the picture of the student's imaginary adventure for submission to the teacher on Day 18.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 209 and 210 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60–90 minutes)

The student recognizes the importance of water in everyday life.

Print the module number and day (M5D13) on the labelled illustrations showing the uses of water in a particular setting for submission to the teacher on Day 18.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 13.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 14

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ Thematic Assignment Booklet 5B
– Day 14: Assignment 5

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 211 and 212

Science

- ☐ two celery stalks (one with leaves, one without)
- ☐ one white carnation
- ☐ red food colouring
- ☐ blue food colouring
- ☐ four glasses
- ☐ a spoon
- ☐ one orange
- ☐ Thematic Assignment Booklet 5B
– Day 14: Assignment 6

continued . . .

Looking Back

- ☐ Thematic Assignment Booklet 5B
- Day 14: Learning Log

Story Time

-  ☐ mutually chosen reading material

Prepare for Later Today

The student will need to prepare this afternoon's experiment now, as it takes a few hours to work. Provide the student with one celery stalk with leaves on it and one without leaves, a white carnation, and three glasses of water coloured with dark food colouring (two red and one blue). Use small glasses and put just enough warm water in them so the ends of the celery and the flower stem are submerged (about 2 centimetres). With a very sharp knife, cut the stem of the carnation in two, making a straight vertical cut to about 3 centimetres below the flower's head. Be careful not to slice cross-wise as this damages the tubes inside the stem. If you damage the stem, just place it whole in the glass. (If it is not possible to get a carnation, just do the celery experiment.)

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 14 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to "Butch and Silky."

Assignment Booklet: The student compares Butch's life on the farm to city life.

Enrichment (optional)

The student may do one or more of the following:

- Write reasons why he or she would rather live on a farm or in a city.
- Write a story about Silky getting left behind on the farm.
- Paint a picture of Butch and Silky, or a dog of the student's choice.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 10–15 minutes)

Today's words are **knew** and **it's**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word at a glance, help him or her learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 211 and 212 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60 minutes)

The student recognizes that all living things need water for survival.

Assignment Booklet: The student answers questions about the importance of water.

Enrichment (optional)

If you have a blender, food processor, or juicer, blend fruits and vegetables (such as tomatoes, apples, carrots, grapefruit, or pears) to demonstrate how much water they contain. The student will see them turn to mostly water. The student can drink the juice afterward.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 14.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 15

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials
- ☐ thermometer

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing!* Volume 1 CD

Language Arts

- ☐ *Collections: All Join In*
- ☐ "Word Game" from the Appendix of the Student Module Booklet
- ☐ die

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 213, 214, 215, 216, 217, and 218

Science

- ☐ four jars
- ☐ dirt
- ☐ pieces of wool and cotton fabric
- ☐ newspaper
- ☐ paper towel
- ☐ four elastic bands
- ☐ spoon

Looking Back

- ☐ Thematic Assignment Booklet 5B
- ☐ Day 15: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 15 in the math program.

Music and Movement (Time recommended: 20 minutes)

Play the recording “My Bonnie” while the student acts out the story a few times today and on Day 16 as a break.

Enrichment (optional)

The student might like to research baleen whales. He or she can write a report about the whale and draw a picture of it. The student may submit this to the teacher on Day 18.

Print the module number and day (M5D15) on the report and send it to the teacher on Day 18.

Language Arts (Time recommended: 90 minutes)

The student discusses his or her experiences with learning to do new things in preparation for the selection “Food Bank Souper Heroes.”

Print the module number and day (M5D15) on the captioned drawing of the student performing a skill. It will be submitted to the teacher on Day 18.

The student reads and responds to the selection “Food Bank Souper Heroes.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “Food Bank Souper Heroes” in the Reading Response section of his or her journal.

Enrichment (optional)

The student can choose ten of the words from the “Word Game” and write them in alphabetical order on paper. The student may submit this to the teacher on Day 18. Print the module number and day (M5D15) on the page.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30–40 minutes)

Explain the directions for pages 213, 214, 217, and 218 in the phonics book. Have the student work independently on the test. Make sure the student understands the directions on all pages. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Have the student make the fold-out book on pages 215 and 216 and read the selection aloud.

Science (Time recommended: 60 minutes)

The student learns one way of cleaning water by filtering.

Discuss how another way to clean water is to kill the microbes that might make people sick. In water treatment plants this may be done chemically. A much more simple way is to boil the water.

Discuss how the better filters removed the larger particles from the water. However, filters can't remove all dirt or pollutants. Anything that can't be seen is chemically treated in a special place called a *water treatment plant*. Explain that cleaning water is difficult and expensive. If possible, arrange for a field trip to a water treatment plant to see what happens to the water in the student's community.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 15.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 16

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: All Join In*
- ☐ Thematic Assignment Booklet 5B
 - Day 16: Spelling Test

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 221 and 222

Science

- ☐ Thematic Assignment Booklet 5B
 - Day 16: Assignment 7

Looking Back

- ☐ Thematic Assignment Booklet 5B
 - Day 16: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 16 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Health and Life Skills (Time recommended: 45–60 minutes)

The student identifies strengths of self and others.

Print the module number and day (M5D16) on the captioned illustrations showing the student's strengths and another person's strengths for submission to the teacher on Day 18.

Language Arts (Time recommended: 30–45 minutes)

The student reads and responds to “Food Bank Souper Heroes.”

The following is a list of Loc's possible characteristics to match the numbered statements in the Student Module Booklet:

1. lonely, homesick
2. good sport, polite
3. has good ideas, resourceful, has a sense of humour
4. doesn't give up, tries hard
5. brave, determined
6. can skate

Enrichment (optional)

The student may choose to do one, two, or all of the following:

- Make a character map of the storyteller in “Food Bank Souper Heroes.”
- Make a character map of Matthew or Tilly from the story “Matthew and Tilly.”
- Make a character map from another story the student recently read.

Print the module number and day (M5D16) on the character map for submission to the teacher on Day 18. Make sure the student's name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 10–15 minutes)

Today's words are **try** and **told**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word at a glance, help him or her learn to read the word by doing the activities outlined on Day 2.

Spelling (Time recommended: 20 minutes)

Assignment Booklet: Before the student does the spelling test, take down the six words from the Word Wall. Give the student the final test for the Module 5 spelling words. Do not review the words prior to the test. Testing in this manner will give a better indication of the student's spelling skill. It is important that these words be stored in **long-term memory**. If the words are practised immediately before the test, you are only testing the student's **short-term memory** of these words.

When giving the test, use the following steps:

1. Say each word clearly.
2. Say a sentence that contains the word, but the word is not used at the beginning of the sentence.
3. Repeat the word.

Following are the words for the test.

soon	story
since	white
ever	paper

Phonics (Time recommended: 30 minutes)

Read page 219 aloud to the student or have the student read it. Have the student answer the questions on the page.

Follow the directions for pages 221 and 222 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60 minutes)

Following are ways to conserve water in the home:

- Turn the water off when brushing teeth.
- Take short showers rather than baths.
- Turn off the water when lathering hair.
- Use energy-efficient products, such as showerheads that reduce flow and low-flush toilets.
- Don't use the toilet as a garbage can. (The largest amount of water usage in the home comes from flushing toilets.)

- Use dishwashers and washing machines only when they're full.
- Fix leaky faucets.
- Use buckets of water to clean a car instead of a hose.
- Fill kettles only to the depth required.
- Use ice trays that permit the cubes to be loosened by levering or twisting rather than running water over the tray.
- Keep a cool pitcher of water in the refrigerator instead of letting the water run to get a cold drink.
- When washing vegetables, use a pan of water and a vegetable brush, and wash vegetables for a meal all at once.
- Don't pour water down the drain when there may be another use for it, such as watering a plant or garden, or cleaning.

Assignment Booklet: The student answers questions on using water wisely.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 16.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 17

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing!* Volume 1 CD
- ☐ *Music and Movement in the Classroom* CD #1

Language Arts

- ☐ *Collections: All Join In*
- ☐ advertisements from magazines and newspapers
- ☐ Thematic Assignment Booklet 5B
 - Day 17: Word Recognition Test

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 223 and 224
- ☐ plastic or paper bag
- ☐ shoes with shoelaces

Science

- ☐ Thematic Assignment Booklet 5B
 - Day 17: Assignment 8

Looking Back

- ☐ Thematic Assignment Booklet 5B
 - Day 17: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 17 in the math program.

Music and Movement (Time recommended: 30 minutes)

Play “My Bonnie” and have the student act out the story and sing the song a few times today and on Day 18 as a break.

Language Arts (Time recommended: 90 minutes)

The student responds to the story “Food Bank Souper Heroes.”

Print the module number and day (M5D17) on the poster advertising an event. The poster will be submitted to the teacher on Day 18.

Enrichment (optional)

The student can learn more about Loc’s home town of Hong Kong through the Internet, books, reference material at the library, and other sources, such as people who are from Hong Kong. Visit this website on the Internet:

<http://www.hkta.org>

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 20 minutes)

Remove all the words from the Word Wall.

Assignment Booklet: Give the student the Word Recognition Test. Do not review the words prior to the test.

Point to each word in the Assignment Booklet and have the student read it aloud. Put a check beside the word if the student recognizes it immediately.

If the student has extra words that he or she put on the Word Wall throughout the module, print them on the lines and have the student read each one aloud. Check the ones that are recognized by sight.

Review the words the student did not recognize.

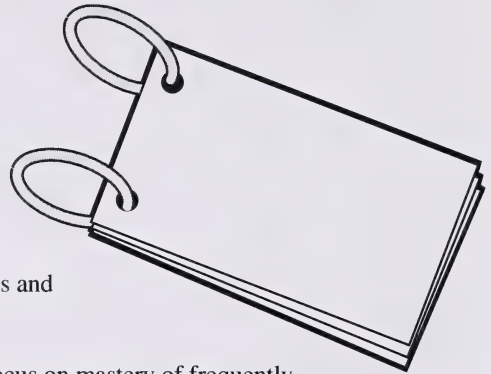
Ask the student to read the following words (on the white index cards) from the stories in the module.

chase	follow	measure	helped	farm	played	cut
cheer	herself	plastic	sound	walked	listening	make
continue	join	powder	straight	watched	people	paint
everything	later	remember	suddenly	crowd	because	cardboard
finally	library	shoulder	though	fingers	together	will
flying	broke	always	mean			

You may want to spend some time reviewing the words the student did not recognize.

Add the index cards to the two-ringed booklets you began in Module 1.

- One booklet contains coloured flash cards of high-frequency words that are used often.
- One booklet contains theme words or personal-interest words and words from the stories on white index cards.



Separating the cards in this way will give you the opportunity to focus on mastery of frequently used words, which is crucial to the beginning reader and writer. From time to time, review the cards in the ringed booklets. Your major emphasis will be on the coloured cards, or high-frequency words.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 223 and 224 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 18.

Science (Time recommended: 60 minutes)

The student learns to recognize human responsibilities for maintaining clean supplies of water.

After you read the text, go over each paragraph and discuss the information with the student. Explain how one-third of the people on Earth do not have access to a clean supply of water. Some of these countries cannot afford water treatment plants, and companies have dumped chemicals and garbage directly into the water supply.

After reading the article, brainstorm ways of keeping water clean:

- Throw litter in the garbage.
- Recycle all products.
- Don't pour oil, paint, or paint thinners in sinks or storm sewers. Take them to toxic waste depots.
- Take big items to the garbage dump.
- Use phosphate-free detergents.
- Use toilet paper and tissues that haven't been bleached. (The chlorine and dyes stay in the water and hurt wildlife.)
- Don't litter on the beach or park.
- Use recyclable products.
- Use less paper and plastic products.

Chemicals from garbage and waste left lying around, or in the dump and landfill sites, eventually leach into the soil and into the water supply.

Companies can avoid dumping chemicals into the water. Governments can make laws to control disposal of chemicals.

Print the module number and day (M5D17) on the Preventing Water Pollution picture for submission to the teacher on Day 18.

Assignment Booklet: The student identifies causes of water pollution.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 17.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 18

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials
- ☐ Thematic Assignment Booklet 5B
 - Day 18: Assignment 9

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: All Join In*

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 225 and 226

Looking Back

- ☐ Thematic Assignment Booklet 5B
 - Day 18: Learning Log

Story Time

- ☐ mutually chosen reading material








Calendar Time (Time recommended: 30 minutes)

Follow the daily procedure.

Assignment Booklet: Have the student fill in the bars on the graph with a different colour for each type of weather. For example, if cloudy days are blue, rainy days may be yellow, and so on. Have the student fill in the weather symbols on the graph. Help the student as needed. See the example that follows.

The Weather for _____

(fill in the month)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 18 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 90 minutes)

The student reads and responds to the story “Food Bank Souper Heroes.”

Assignment Booklet: The student completes statements that sequence the events that happened in the story “Food Bank Souper Heroes.”

Recording a Reading

Have the student record himself or herself reading the story “Food Bank Souper Heroes” using an audiocassette and tape recorder. If the student has a computer with recording capability, it may be used for any of these activities instead. Check with the teacher to clarify the method you will use for recordings.

Be sure the student states his or her name along with Module 5: Day 18 at the beginning of the recording. Label the tape or CD the same way. Include the recording in the package to the teacher on Day 18. You may use the same tape or CD from before if there is enough space left. Start where the student left off.

Have the student play the recording to friends and family during sharing time.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 225 and 226 in the phonics book. After you explain the directions and the phonics lesson on the two pages, have the student work independently. Make sure the student reads each word aloud while working on both pages. Check the work with the student when he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of today.

Health and Life Skills (Time recommended: 45 minutes)

The focus is on identifying the roles and responsibilities within a group.

Print the module number and day (M5D18) on the illustration showing the student as a member of a group for submission to the teacher today.

Science (Time recommended: 30–45 minutes)

The student reviews the importance of a clean water supply to all living things.

Print the module number and day (M5D18) on the poster about water for submission to the teacher today.

Looking Back (Time recommended: 10 minutes)

Review the module and the day's activities and learning with the student. A good way to help the student remember some of the module's past activities is to sort through the items being sent to the teacher together and encourage the student to comment on them.

Challenge the student to choose the journal entries for submission from the ones completed throughout Days 10 to 18, and explain why these particular pieces of writing were chosen.

Complete the Learning Log for Day 18.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Send Assignment Booklet 5B and other items for mailing to the teacher now. Use the **Items for Mailing** checklist at the end of Assignment Booklet 5B to assemble all the necessary work.

ASSIGNMENT BOOKLET 5B

Grade Two Thematic
Module 5B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

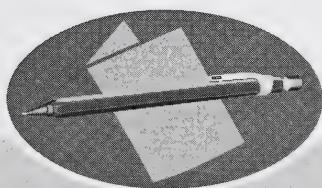
E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 5B

Water—Our Most Important Liquid ASSIGNMENT BOOKLET 5B



**Learning
Technologies
Branch**

Alberta
LEARNING

Grade Two Thematic
Module 5: Water—Our Most Important Liquid
Assignment Booklet 5B
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

Assignment 1

Read the words aloud. Then print them under the correct headings.

join
community

plastic
paint

giant
container

anything
remembering

One-Syllable Words

Two-Syllable Words

Three-Syllable Words

Four-Syllable Words

Now use the words to complete the following sentences.

Words with One Syllable

1. Everyone can _____ in the fun.
2. To make coloured chalk, you need powdered _____.

Words with Two Syllables

3. He was as big as a _____.
4. The _____ wrap is waterproof.

Words with Three Syllables

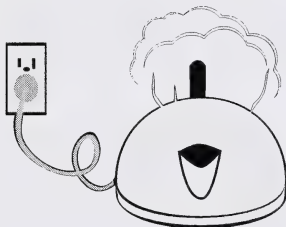
5. You need a plastic _____ to make chalk.
6. Can you see _____ over there?

Words with Four Syllables

7. I have trouble _____ her name.
8. I live in a great _____.

Assignment 2

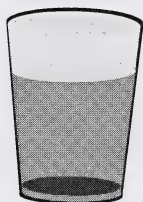
1. For each picture, put a check (✓) in the correct box that tells what form the water is in.



- ☐ liquid
- ☐ solid
- ☐ gas



- ☐ liquid
- ☐ solid
- ☐ gas



- ☐ liquid
- ☐ solid
- ☐ gas



- ☐ liquid
- ☐ solid
- ☐ gas



- ☐ liquid
- ☐ solid
- ☐ gas

Print your answers on the lines.

2. Freddie put some butter in a frying pan and put the pan on a burner. He turned the burner on. What will happen in a few minutes?

3. After Melody takes a shower in the morning, she notices the bathroom mirror is fogged up. Why does that happen?

Learning Log

Home Instructor's Comments

What have you observed about the student's ability to listen and to follow oral instructions? Refer to this morning's instruction activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •listens to the whole instruction first |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •begins the task when instructed |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •follows all the directions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •follows some of the directions |

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher about today's lesson?

Learning Log

Home Instructor's Comments

What have you observed about the student's developing knowledge, skills, and attitudes in music? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys listening to the music selections |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •likes to sing songs |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys moving to music |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can tell what feeling the music is expressing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •moves expressively to music |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is developing personal favourites |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •distinguishes changes in music (loud and soft; high and low; fast and slow; crescendo and decrescendo; accents) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies the sounds of each of the four instrument families |

Add any comments you have about the student's development in music.

Student's Comments

What type of music do you enjoy the most?

Assignment 3

Read the problems. Then print your solution to each one on the lines.

1. Sadie has just washed her hair. She forgot that she has to play her cello in the summer concert in one hour. What can she do to dry her hair quickly?



2. Sadie's father washed her best blouse today. It is still wet and the clothes dryer is broken. What can her father do to dry the blouse quickly before the concert?



3. Sadie's mother just painted the back of a wooden chair. She wants it to dry before the concert. What can she do?



Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading skills? Refer to this morning's reading of "Story Go-Round." Check **yes** or **not yet**.

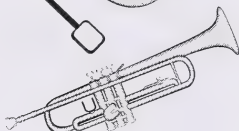
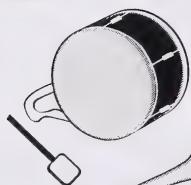
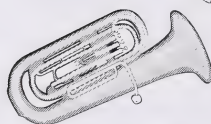
- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes the two different sets of events—the story within a story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •sees the connections between the parts of the story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •matches the details from the "dog" story with those in the illustrations |

Add any comments you have about the student's developing reading skills or the day's work.

Student's Comments

Assignment 4

Match the instrument to its family by drawing a line from the instrument to the word.



woodwind

brass

percussion

string

Learning Log

Home Instructor's Comments

What have you observed about the student's developing independence in reading? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can read "Story Go-Round" without help |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses picture clues to help figure out unfamiliar words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses phonics skills to figure out new words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses context or meaning to figure out new words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • self-corrects when reading does not make sense |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows increasing fluency on the second reading of a story |

What strategy does the student use most often to help figure out an unfamiliar word?

Add any other comments about the student's developing independence in reading.

Student's Comments

How do you feel about your reading?

Assignment 5

Complete the sentences about Butch on the farm and in the city from the selection "Butch and Silky."



On the farm Butch could _____

but in the city he had to _____

On the farm Butch could _____

but in the city he had to _____

Assignment 6

Print your answers on the lines.

1. When Marta came back from visiting her grandfather in Peace River, she noticed that her plant looked like this.



- a. Why is her plant droopy and shrivelled up? _____

- b. What can Marta do to make her plant healthy again? _____

2. Beside each living thing, write why water is important to it.

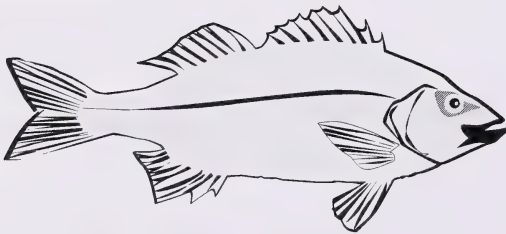
a.



b.



c.



d.



e.



Learning Log

Home Instructor's Comments

What have you observed about the student's development in speaking? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is using new words and is increasing vocabulary |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can get to the point more quickly now when sharing experiences and ideas |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to modulate voice, from loud to soft, when appropriate |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks for clarification when words are not understood |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys discussions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is willing to take turns in discussions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can express opinions and feelings by talking |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys telling about projects and activities during Sharing Time |

If you have questions for the teacher or comments to add, use this space.

Student's Comments

What do you like to talk about?

Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading skills? Refer to the response to the story "Food Bank Souper Heroes." Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •takes part in discussing the story with enthusiasm |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to answer the questions with little difficulty |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can locate the parts to read aloud as requested |

Add anything else that you think is important, including questions, about the student's developing reading skills.

Student's Comments

Spelling Test

Listen carefully to the words your home instructor gives you. Print the words carefully on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assignment 7

How is water being wasted in this house? Circle the places in the illustration. Then write on the lines how that water can be saved.



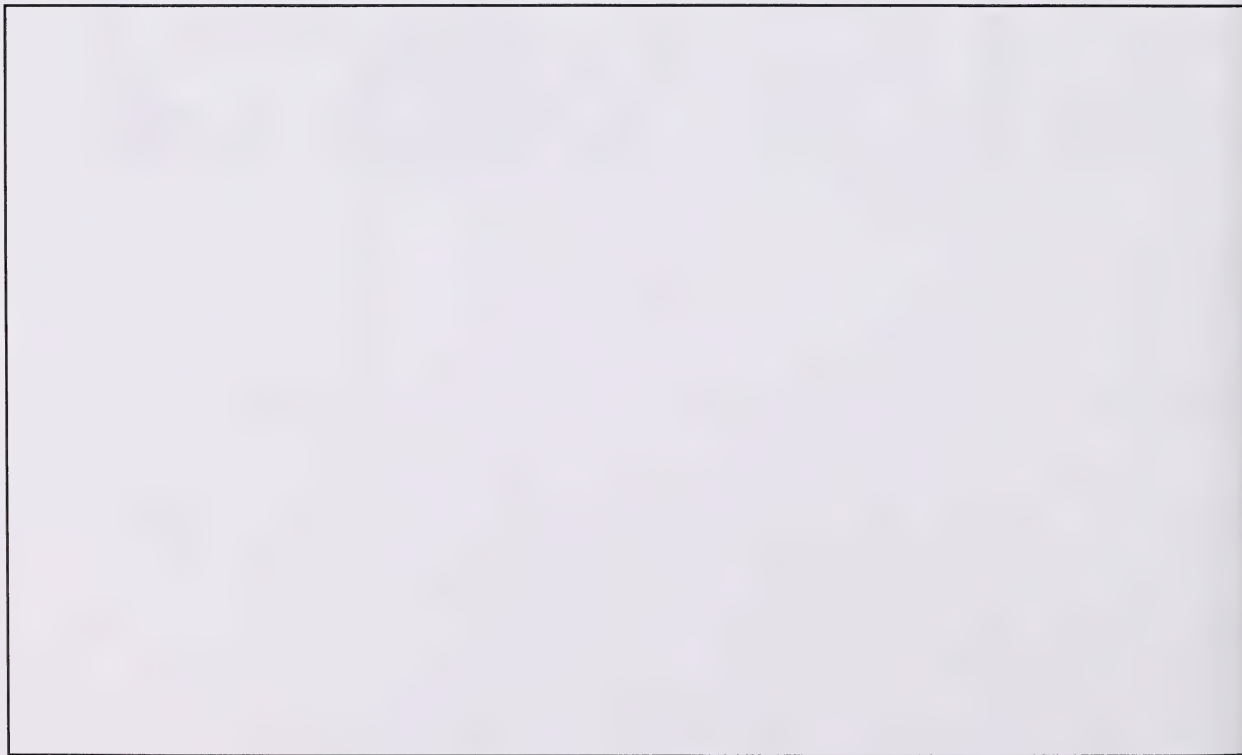
1. _____
- _____

2. _____

3. _____

4. _____

In the box draw a picture of yourself saving water in your house.



Learning Log

Home Instructor's Comments

What have you observed about the student's personal development? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to identify own strengths |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can name someone else's strengths |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can express feelings and opinions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tries to solve problems or conflicts independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows appreciation for other family members' contributions and help |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can set personal goals |

Use this space for additional comments or to ask questions about today's work.

Student's Comments

What would you like to tell your teacher?

Word Recognition Test

Read each word aloud.

☐ hard☐ best☐ sentence☐ sure☐ near☐ told☐ try☐ today☐ during☐ study☐ knew☐ better☐ it's☐ however☐ second☐ across

If you have chosen special words in Module 5, your home instructor will write them here. Read each word aloud.

☐ _____ ☐ _____ ☐ _____☐ _____ ☐ _____ ☐ _____☐ _____ ☐ _____ ☐ _____☐ _____ ☐ _____ ☐ _____☐ _____ ☐ _____ ☐ _____

Assignment 8

What Is Wrong with This Picture?

Circle five ways water is being polluted in the illustration. Then print on the lines what the ways are.



1. _____
- _____

2. _____

3. _____

4. _____

5. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing methods of representing? Refer to today's poster activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • makes words clear and easy to read |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • spells correctly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses different sizes of print for effect |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses different colours for effect |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • gives all the necessary information |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • includes a picture when appropriate |

Use this space for additional comments or to ask questions about today's work.

Student's Comments




What would you like to tell your teacher about your poster?

Assignment 9

Fill in the graph to show the weather you recorded over the 18 days of the module. Count the number of each weather symbol you drew on your calendar. Use that number to fill in the graph. Colour each type of weather a different colour.

Three weather symbols have been filled in for you. Fill in the others on your own.

The Weather for _____ (fill in the month)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

Assignment 10

Use the sentence endings below to correctly finish each statement about the story "Food Bank Souper Heroes." The statements are in the order they happened in the story. The first one is done for you as an example.

were covered in neon pink paint.

to read a poster about a skate-a-thon.

go to the skate-a-thon together," said Bill.

capes made from her mom's old curtains.

falling. Up, down! Up down!

have skates," said Loc.

a lot, but he didn't fall once!

to rest.

a skate-a-ton?" asked Loc.

learn to skate in time," said Loc sadly.

arms and skated around and around the rink.

I can go by myself now," said Loc.

1. We stopped _____ to read a poster about a skate-a-thon.

2. "What's _____

3. "Let's _____

4. "I don't _____

5. The skates _____

6. Loc kept _____

7. "I'll never _____

8. Amy brought _____

9. We linked _____

10. We needed _____

11. "I think _____

12. He wobbled _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing knowledge and attitudes in science? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows curiosity |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows perseverance by staying with an investigation over a long period of time |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • appreciates the value of careful observation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can recognize and describe the characteristics of water |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows how water compares with other liquids |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that different materials absorb water differently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes some materials are more suitable for containing water than others |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows water can be changed to other states: gas, liquid, and solid |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can predict the water level in an open container will evaporate more quickly than in a closed container |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can predict a wet surface will dry more quickly when exposed to wind or heat and can apply this knowledge to practical situations (drying clothes, paints, and hair) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows water is a component of all living things |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes human responsibilities for maintaining clean water supplies |

Use this space to comment on the student's understanding of the importance of water.

Student's Comments

What I Have Learned About Water

Grade Two Thematic—Assignment Booklet 5B
Module 5B: Water—Our Most Important Liquid
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Day 10–18

- ☐ Thematic Assignment Booklet 5B
Ensure all assignments have been completed, including the nine Learning Logs.
- ☐ *Level B: Modern Curriculum Press Phonics*, pages 203–226
- ☐ two entries from the Personal Writing section of the student's journal chosen by the student
- ☐ two entries from the Reading Response section of the student's journal chosen by the student

Day 10

- ☐ list of words that have one, two, three, and four syllables (optional)
- ☐ oral instruction activity

Day 11

- ☐ written account of how a caterpillar turns into a butterfly (optional)
- ☐ caterpillar made by following the instructions in the selection "Making Caterpillars and Butterflies" (optional)
- ☐ butterfly made by following the instructions in the selection "Making Caterpillars and Butterflies" (optional)
- ☐ chalk and water drawing

Day 12

- ☐ the illustrated "Story Go-Round" scene or ending
- ☐ recording of the student's responses about the writing process in Looking Back

Day 13

- ☐ picture of an imaginary adventure with sentences describing it
- ☐ labelled illustrations showing uses of water in one setting

Day 14

- ☐ reasons the student would rather live on a farm or in a city (optional)
- ☐ story about Silky getting left behind on the farm (optional)
- ☐ a picture of Silky and Butch or of a dog of the student's choice (optional)

Day 15

- ☐ research on baleen whales (optional)
- ☐ captioned illustration of the student using a new skill
- ☐ alphabetized words from the Word Game (optional)

Day 16

- ☐ captioned illustrations showing one of the student's and another person's strengths
- ☐ character map of the storyteller in "Food Bank Souper Heroes" (optional)
- ☐ character map of Matthew or Tilly from the story "Matthew and Tilly" (optional)
- ☐ character map from another story the student recently read (optional)

Day 17

- ☐ poster advertising an event
- ☐ illustration of how to prevent water pollution

Day 18

- ☐ recording of the reading of the story "Food Bank Souper Heroes"
- ☐ illustration showing the student as a member of a group
- ☐ poster about water